



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 11571409  
SAU: Steuben School Department  
School: Ella Lewis School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
English Language Arts – Writing Results .....	10-12

# SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

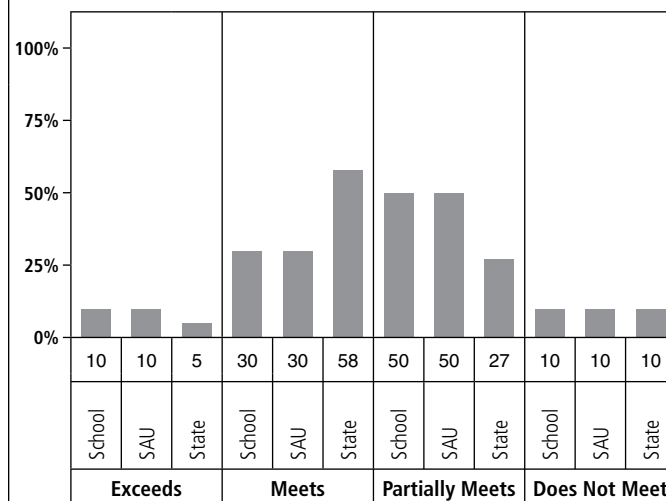
SAU: Steuben School Department

School: Ella Lewis School

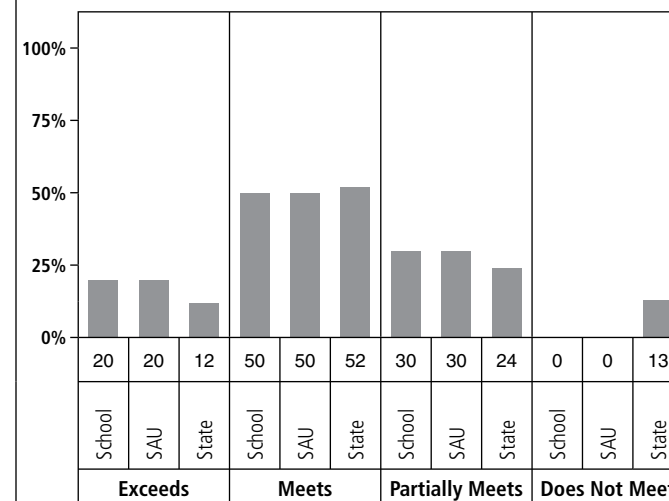
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	540		544
2006–2007	546	546	544
<b>2007–2008</b>	<b>543</b>	<b>543</b>	<b>545</b>
Cum. Avg.*	543		544
<b>Mathematics</b>			
2005–2006	544		543
2006–2007	555	555	546
<b>2007–2008</b>	<b>551</b>	<b>551</b>	<b>546</b>
Cum. Avg.*	550		545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	542	542	541
<b>2007–2008</b>	<b>532</b>	<b>532</b>	<b>538</b>
Cum. Avg.*			

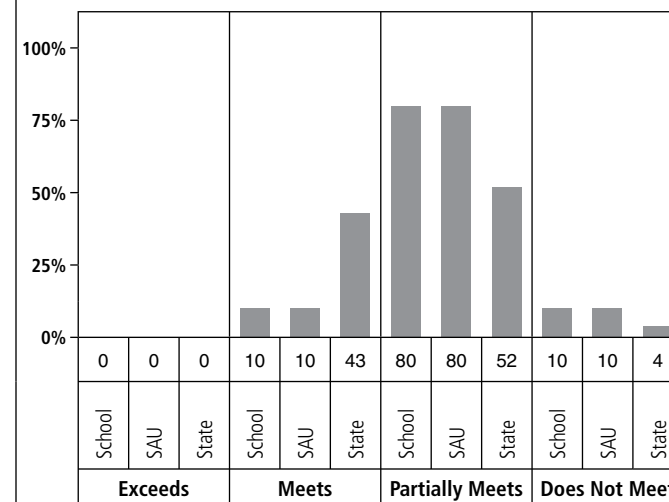
### ELA – READING



### MATHEMATICS



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 5  
SAU: Steuben School Department  
School: Ella Lewis School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	10	100	10	100	14240	100	10	100	10	100	14157	100	10	100	10	100	14156	100					10	100
<b>Ethnicity</b> African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99					0	0
American Indian or Native Alaskan	1	10	1	10	118	1	1	100	1	100	118	100	1	100	1	100	118	100					1	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	9	90	9	90	13339	94	9	100	9	100	13274	100	9	100	9	100	13267	100					9	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	1	10	1	10	2555	18	1	100	1	100	2528	99	1	100	1	100	2526	99					1	100
<b>Current LEP</b>	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
<b>Economically disadvantaged</b>	8	80	8	80	5574	39	8	100	8	100	5528	99	8	100	8	100	5531	99					8	100
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	9	90	9	90	11042	78	9	90	9	90	11006	77					9	90
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4					0	0
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	0	0	0	0	134	1	0	0	0	0	133	1					0	0
<b>Participation with accommodations</b>	1	10	1	10	2974	21	1	10	1	10	3014	21					1	10
Identified disability (PET/IEP)	1	100	1	100	1996	67	1	100	1	100	1986	66					1	100
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	0	0	0	0	76	3	0	0	0	0	77	3					0	0
Other	0	0	0	0	766	26	0	0	0	0	801	27					0	0
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	136	1	0	0	0	0	136	1					0	0
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100					0	0
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0					0	0
<b>Non-participation – other</b>	0	0	0	0	64	0	0	0	0	0	61	0					0	0

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Steuben School Department
School:	Ella Lewis School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0			721	5
	2006-2007	0	0	0	0	702	5
	<b>2007-2008</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>659</b>	<b>5</b>
	Cum. Total*	1	3			2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	4	29			7571	53
	2006-2007	10	71	10	71	7730	55
	<b>2007-2008</b>	<b>3</b>	<b>30</b>	<b>3</b>	<b>30</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	17	45			23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	9	64			4343	30
	2006-2007	4	29	4	29	4182	30
	<b>2007-2008</b>	<b>5</b>	<b>50</b>	<b>5</b>	<b>50</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	18	47			12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	1	7			1628	11
	2006-2007	0	0	0	0	1419	10
	<b>2007-2008</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	2	5			4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.5	57.3	27.5	57.3	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	13.8	57.5	13.8	57.5	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.7	57.1	13.7	57.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date:	March 2008
Grade:	5
SAU:	Steuben School Department
School:	Ella Lewis School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	10	1	10	3	30	5	50	1	10	543	10	10	30	50	10	543	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	9	1	11	3	33	4	44	1	11	543	9	11	33	44	11	543	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2392	0	26	42	31	536
No	9	1	11	2	22	5	56	1	11	542	9	11	22	56	11	542	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	10	1	10	3	30	5	50	1	10	543	10	10	30	50	10	543	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	8	0	0	3	38	4	50	1	13	541	8	0	38	50	13	541	5454	2	48	35	15	541
No	2										2						8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	10	1	10	3	30	5	50	1	10	543	10	10	30	50	10	543	14011	5	58	27	10	545
<b>Gender</b>																						
Female	2										2						6766	7	62	24	8	546
Male	8	1	13	2	25	4	50	1	13	542	8	13	25	50	13	542	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1751	1	35	44	21	538
No	10	1	10	3	30	5	50	1	10	543	10	10	30	50	10	543	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	10	1	10	3	30	5	50	1	10	543	10	10	30	50	10	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: Steuben School Department  
School: Ella Lewis School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	0	0	1	100	0	0	534	10	0	0	100	0	534	5	2	42	34	22	540
B. less than one hour	90	1	11	3	33	4	44	1	11	544	90	11	33	44	11	544	66	5	60	27	9	545
C. one to two hours	0										0						26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	40	0	0	2	50	1	25	1	25	541	40	0	50	25	25	541	31	7	63	23	7	547
B. They match some of what I have learned.	60	1	17	1	17	4	67	0	0	544	60	17	17	67	0	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	0										0						11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	20	1	50	0	0	1	50	0	0	552	20	50	0	50	0	552	30	10	68	16	6	549
B. good	20	0	0	1	50	1	50	0	0	543	20	0	50	50	0	543	53	3	59	29	9	544
C. fair	50	0	0	2	40	3	60	0	0	541	50	0	40	60	0	541	15	1	41	40	18	539
D. poor	10	0	0	0	0	0	0	1	100	530	10	0	0	0	100	530	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	30	1	33	1	33	1	33	0	0	549	30	33	33	33	0	549	17	3	45	32	19	541
B. about the same as my regular schoolwork	60	0	0	2	33	4	67	0	0	542	60	0	33	67	0	542	67	5	62	26	7	546
C. easier than my regular schoolwork	10	0	0	0	0	0	0	1	100	530	10	0	0	0	100	530	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										0						13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	100	1	10	3	30	5	50	1	10	543	100	10	30	50	10	543	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	0										0						31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	0	0	0	0	2	100	0	0	539	20	0	0	100	0	539	18	8	64	20	8	547
B. 20 minutes to an hour	20	1	50	1	50	0	0	0	0	556	20	50	50	0	0	556	56	5	62	25	7	546
C. less than 20 minutes	10	0	0	0	0	1	100	0	0	540	10	0	0	100	0	540	12	2	50	32	15	542
D. I rarely read at home.	50	0	0	2	40	2	40	1	20	539	50	0	40	40	20	539	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	22	1	50	1	50	0	0	0	0	556	22	50	50	0	0	556	26	3	51	32	14	542
B. six to ten pages	44	0	0	1	25	3	75	0	0	541	44	0	25	75	0	541	28	3	59	28	9	544
C. eleven or more pages	33	0	0	1	33	1	33	1	33	538	33	0	33	33	33	538	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	538	100	0	0	100	0	538						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Steuben School Department  
School: Ella Lewis School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	7			1415	10
	2006-2007	3	21	3	21	1711	12
	<b>2007-2008</b>	<b>2</b>	<b>20</b>	<b>2</b>	<b>20</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	6	16			4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	7	50			6503	45
	2006-2007	9	64	9	64	6778	48
	<b>2007-2008</b>	<b>5</b>	<b>50</b>	<b>5</b>	<b>50</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	21	55			20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	5	36			3945	28
	2006-2007	2	14	2	14	3884	28
	<b>2007-2008</b>	<b>3</b>	<b>30</b>	<b>3</b>	<b>30</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	10	26			11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	1	7			2434	17
	2006-2007	0	0	0	0	1683	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	1	3			5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.1	74.0	11.1	74.0	9.0	60.0
Cluster 2: Shape and Size	14	29	7.6	54.3	7.6	54.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.8	56.0	2.8	56.0	2.2	44.0
Cluster 4: Patterns	14	29	9.5	67.9	9.5	67.9	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Steuben School Department  
 School: Ella Lewis School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	10	2	20	5	50	3	30	0	0	551	10	20	50	30	0	551	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	9	2	22	4	44	3	33	0	0	551	9	22	44	33	0	551	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2390	2	29	34	35	534
No	9	2	22	4	44	3	33	0	0	551	9	22	44	33	0	551	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	10	2	20	5	50	3	30	0	0	551	10	20	50	30	0	551	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	8	1	13	4	50	3	38	0	0	551	8	13	50	38	0	551	5461	5	46	30	19	541
No	2										2						8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	10	2	20	5	50	3	30	0	0	551	10	20	50	30	0	551	14015	12	52	24	13	546
<b>Gender</b>																						
Female	2										2						6767	11	51	24	13	546
Male	8	1	13	4	50	3	38	0	0	549	8	13	50	38	0	549	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1755	1	37	39	23	538
No	10	2	20	5	50	3	30	0	0	551	10	20	50	30	0	551	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	10	2	20	5	50	3	30	0	0	551	10	20	50	30	0	551	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: Steuben School Department  
School: Ella Lewis School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	0	0	1	100	0	0	540	10	0	0	100	0	540	5	6	39	29	25	539
B. less than one hour	90	2	22	5	56	2	22	0	0	553	90	22	56	22	0	553	66	12	52	24	12	546
C. one to two hours	0										0						26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	20	0	0	2	100	0	0	0	0	556	20	0	100	0	0	556	38	16	56	19	8	549
B. They match some of what I have learned.	80	2	25	3	38	3	38	0	0	550	80	25	38	38	0	550	48	9	53	26	12	545
C. They match just a little of what I have learned.	0										0						10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	0										0						31	24	54	14	8	552
B. good	60	2	33	2	33	2	33	0	0	554	60	33	33	33	0	554	47	8	55	25	12	545
C. fair	30	0	0	3	100	0	0	0	0	551	30	0	100	0	0	551	19	2	43	35	20	539
D. poor	10	0	0	0	0	1	100	0	0	536	10	0	0	100	0	536	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	10	0	0	0	0	1	100	0	0	536	10	0	0	100	0	536	18	5	42	30	22	540
B. about the same as my regular schoolwork	80	2	25	5	63	1	13	0	0	555	80	25	63	13	0	555	66	11	55	23	11	547
C. easier than my regular schoolwork	10	0	0	0	0	1	100	0	0	540	10	0	0	100	0	540	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	10	1	100	0	0	0	0	0	0	566	10	100	0	0	0	566	21	10	48	26	16	544
B. two or three days a week	20	0	0	1	50	1	50	0	0	549	20	0	50	50	0	549	36	13	54	23	10	547
C. two or three times each month	50	1	20	4	80	0	0	0	0	555	50	20	80	0	0	555	27	12	54	23	11	547
D. never or almost never	20	0	0	0	0	2	100	0	0	538	20	0	0	100	0	538	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						7	12	44	25	19	543
B. two or three days a week	40	1	25	1	25	2	50	0	0	550	40	25	25	50	0	550	30	13	53	23	11	547
C. two or three times each month	60	1	17	4	67	1	17	0	0	552	60	17	67	17	0	552	34	12	54	23	10	547
D. never or almost never	0										0						29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	1	100	0	0	0	0	0	0	566	10	100	0	0	0	566	7	7	40	25	28	539
B. 30–45 minutes	70	0	0	5	71	2	29	0	0	549	70	0	71	29	0	549	31	7	49	29	15	543
C. 45–60 minutes	20	1	50	0	0	1	50	0	0	553	20	50	0	50	0	553	40	12	55	23	10	547
D. more than 60 minutes	0										0						23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	542	100	0	100	0	0	542						
B.	0										0											
C.	0										0											
D.	0										0											

# ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Steuben School Department
School:	Ella Lewis School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	6 1	43 10	6 1	43 10	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	8 8	57 80	8 8	57 80	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 1	0 10	0 1	0 10	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	8.9	44.5	8.9	44.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	4.6	38.3	4.6	38.3	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	4.3	53.8	4.3	53.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Steuben School Department  
 School: Ella Lewis School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	10	0	0	1	10	8	80	1	10	532	10	0	10	80	10	532	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	9	0	0	1	11	7	78	1	11	532	9	0	11	78	11	532	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2372	0	12	72	16	529
No	9	0	0	1	11	7	78	1	11	531	9	0	11	78	11	531	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	10	0	0	1	10	8	80	1	10	532	10	0	10	80	10	532	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	8	0	0	1	13	6	75	1	13	532	8	0	13	75	13	532	5435	0	32	61	7	535
No	2										2						8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	10	0	0	1	10	8	80	1	10	532	10	0	10	80	10	532	13967	0	43	52	4	538
<b>Gender</b>																						
Female	2										2						6750	1	55	43	2	540
Male	8	0	0	0	0	7	88	1	13	530	8	0	0	88	13	530	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1745	0	26	69	5	534
No	10	0	0	1	10	8	80	1	10	532	10	0	10	80	10	532	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	10	0	0	1	10	8	80	1	10	532	10	0	10	80	10	532	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Steuben School Department  
 School: Ella Lewis School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	0	0	0	0	1	100	516	10	0	0	0	100	516	5	0	29	57	14	533
B. less than one hour	90	0	0	1	11	8	89	0	0	533	90	0	11	89	0	533	66	0	44	52	3	538
C. one to two hours	0										0						26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	20	0	0	1	50	1	50	0	0	540	20	0	50	50	0	540	25	1	54	42	3	540
B. good	30	0	0	0	0	3	100	0	0	532	30	0	0	100	0	532	50	0	46	51	3	538
C. fair	40	0	0	0	0	4	100	0	0	531	40	0	0	100	0	531	22	0	29	65	6	535
D. poor	10	0	0	0	0	0	0	1	100	516	10	0	0	0	100	516	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	10	0	0	0	0	1	100	0	0	528	10	0	0	100	0	528	14	0	33	56	10	535
B. about that same as my regular schoolwork	70	0	0	0	0	6	86	1	14	531	70	0	0	86	14	531	65	0	45	52	3	538
C. easier than my regular schoolwork	20	0	0	1	50	1	50	0	0	535	20	0	50	50	0	535	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	528	100	0	0	100	0	528						
B.	0										0											
C.	0										0											
D.	0										0											